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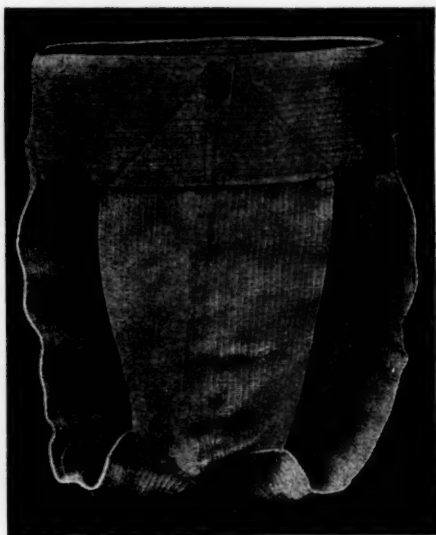
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THE ATHLETIC JOURNAL

A PROFESSIONAL MAGAZINE FOR THE
COACHES OF THE COUNTRY

JOHN L. GRIFFITH, EDITOR

VOLUME II

DECEMBER, 1921

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THE ATHLETIC JOURNAL

A Monthly Magazine

FOR

COACHES AND CONTESTANTS

Some of the articles which appeared in the September,
October and November numbers are

How to Play Quarterback.....	<i>Lt. Elmer I. Oliphant</i>
How to Play End.....	<i>F. E. Dennie</i>
How to Play Center.....	<i>A. G. Schulz</i>
How to Play Tackle.....	<i>W. H. Cowell</i>
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Fundamentals of Boxing.....	<i>Geo. V. Blake</i>
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Preliminary Training in Basketball.....	<i>Frank J. Winters</i>
Soccer Football.....	<i>Capt. J. M. MacKendrick</i>

The January Issue will be a SPECIAL BASKETBALL NUMBER

and will contain among other articles

Anatomy in Throwing a Basketball.....	<i>Dr. F. C. Allen</i>
Short and Long Passes Compared.....	<i>Guy Lowman</i>
The Five Man Defense.....	<i>E. J. Mather</i>
Offense—Diagrammed.....	<i>K. L. Wilson</i>
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THE ATHLETIC JOURNAL
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The ATHLETIC JOURNAL

Vol. II

CHAMPAIGN, ILLINOIS

No. 4

THE LESSONS OF THE FOOTBALL SEASON

THE football season of 1921, with its glorious victories and its painful defeats, has passed and the majority of the coaches have already turned their thoughts to other things. The wise coach, however, while the lessons of the fall are still fresh in his mind, will make a critical survey of the season's experiences and will write down for future reference the result of his study. Some things he has proven correct to his own satisfaction. His conclusions regarding these he should preserve in writing, along with a frank statement of his mistakes and failures.

No one appreciates more than the coach that he cannot win without material that is somewhere near as good as the men on rival teams. This means men not only possessed of as much natural ability, but also those in as good condition physically. Many a coach has been blamed for losing a game when he did not deserve the blame; and, likewise, he has sometimes been given the credit which he did not merit for winning. There are many factors which make for success in football, but this article will be devoted only to the coaching element.

In the first place, the successful teams this year, as in every year, are composed of men who can block, charge, tackle, kick, and handle the ball. In other words, these teams won chiefly because of the manner in which they executed their plays, rather than because the plays were baffling. Many coaches have lost this year because they took too much time in planning plays and maneuvers when they should have devoted more time to the study of

methods of making the plays good. The matter of putting the ball in play from center is a point in question. With the number of direct passes required under present day methods of attack, and with every man in the back field requiring that the ball be passed to his liking, the center on offense has a very difficult task and frequently is not given sufficient practice and coaching in passing.

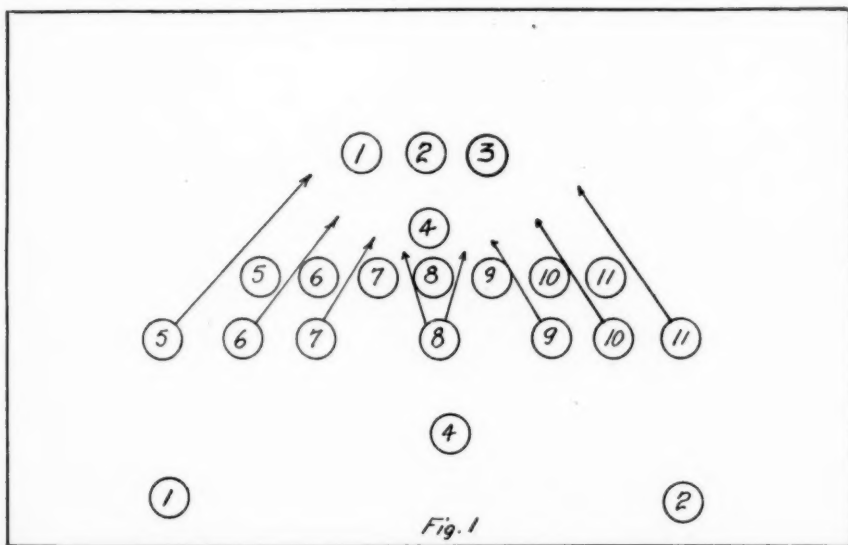
In the second place, the teams that have won in good competition have been those that have followed out definite plans of attack. The best attack is the one that is based on a good line. If the line is strong and charges hard and with speed and determination, the line bucks will work even though the backs may not be exceptionally good at line plunging. If the line bucks work, the defensive line will eventually tighten up and thus make end runs possible, or the backs will come up to reinforce the line. Another theory of attack is that a successful air attack will open up a defensive line and draw the secondary defense back, thus making a line attack work. The objection to the latter is that a short forward pass intercepted near the line of scrimmage gives the defensive side the ball, and for this reason the coaches who favor the forward pass as a method of attack early in the game, prefer the long pass to the short one. If the ball is passed thirty yards down the field, the quarterback on defense will usually knock it down instead of intercepting it, supposing, of course, that he is close enough to reach the ball. If the man back on defense does

intercept a long pass, the chances of his making a long run with the ball are not good because there are, or should be, a number of offensive men near him when the ball is caught; and if he is downed well down the field, the passing side has made a substantial gain. On the other hand, if the end catches the ball, he has a splendid chance of scoring. This play, of course, is more or less of a gamble, but the stakes are high and worth while, and a surprisingly large number of games have been won this year by supposedly defeated teams which have resorted to long passing in the closing minutes of the game.

In the third place, it is well to consider whether or not the best theory of defense has been employed. The outlines which follow illustrate three different methods of defensive line play. In the first diagram, the ends charge in as the

interference, he (the tackle on defense) must tackle the man with the ball. This is usually difficult for a heavy tackle because in all probability the halfback with the ball is one of the fastest men on the opposing team.

Further, the end is often a light man chosen for the position because of his speed in getting down under punts and for other fast work in the open, and unless he be a glutton for punishment, will not stand up under the work of breaking up the interference by driving into it. The guard charges in and protects the center of the line and especially the hole between tackle and guard. The center must be ready to protect the hole on either side of center, and as his opponent is busy passing the ball he should be able to do this. This defense is good against mass plays, and most teams are taught how to use it, no matter



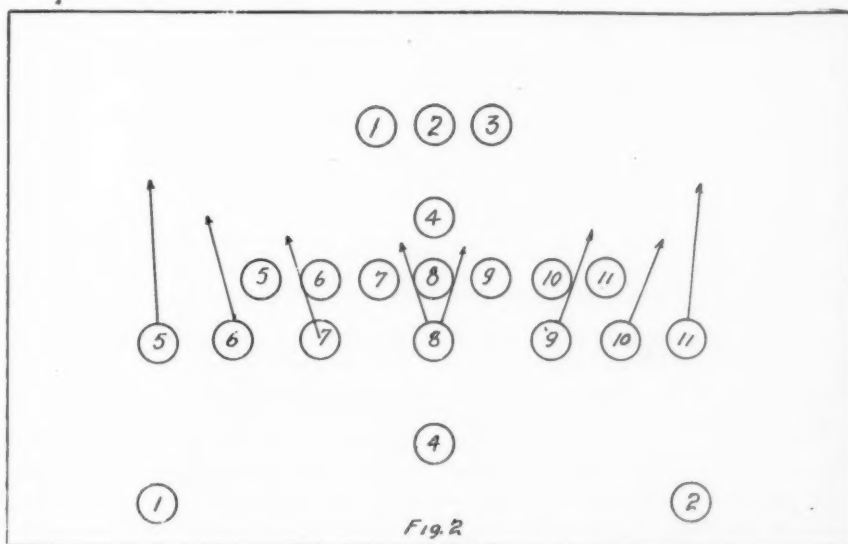
ball is snapped back and attempt to pile up the offense before the formation gets started. The tackle drives in outside of the opposing end and smashes a slant off tackle; or, if the play goes around end and the defensive end has broken up the

what style of line play is usually followed when conditions arise which call for this kind of defensive line play. The objections to this system are these: The theory of the play is based on drive and ability to take punishment rather than

on intelligence. The men driving in toward the center may be pinched in by backs who play outside to flank them, and thus runs and passes are made to work; further, this defense calls for fast work by heavy tackles.

The second diagram illustrates another theory of line play on defense. In this system the center is responsible for plays on either side of center. The guards charge out from a position in front of the opposing tackles and the tackles charge outside of their opposing ends. The ends go straight in at right angles to the scrimmage line. This defense calls for men who can use their hands on defense. Its strength lies in its defense against flank attacks and passes, and its weakness is at center.

ends take about three steps straight ahead and then turn in and attempt to drive the offensive backs in to the defensive linemen. The tackles play against the ends and should be able to get across the line of scrimmage and into a position to receive the attack which will be hurled at them if the play is inside of end. The guards play against either the opposing guard or tackle, preferably the latter, and never between the two, and drive straight in at the moment when the offensive center tightens his fingers on the ball (most centers hold the ball loosely until they get the signal for the pass and just before passing the ball back tighten their grip on the oval; an astute lineman playing opposite will speed up his charge if he goes when this occurs). The cen-

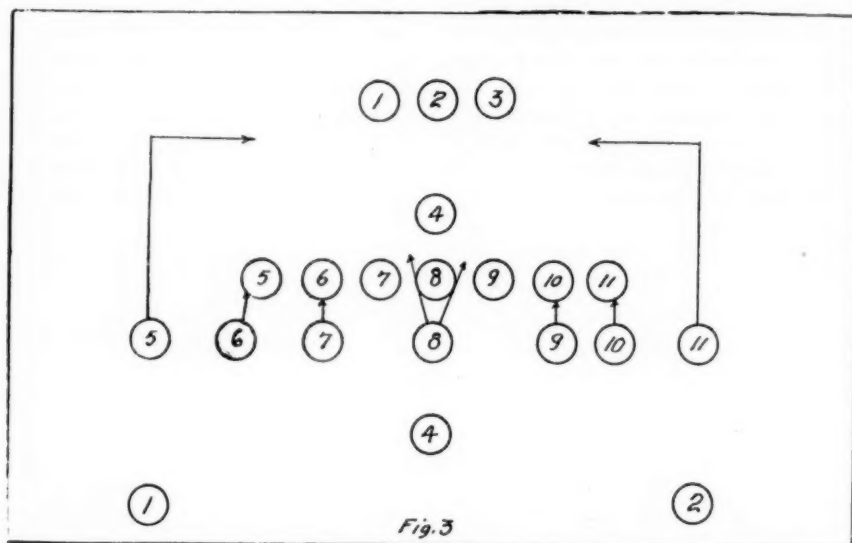


The third diagram shows still another method of line defense. Against most formations it is well conceived and is equally strong against runs, bucks and passes. The line men in this system drive straight across the scrimmage line and not in as shown in diagram 1, or out as shown in diagram 2. The

ter plays to either side of his opponent. The advantages of this system of line play are, first, the men are in a good preliminary position for charging; second, when they get across the line of scrimmage they are in position to start quickly to either side; third, this defense is effective either against line plays

or attacks outside of tackle; fourth, the work is well distributed and the division of labor is planned to give each man a definite responsibility and yet it calls for the highest intelligence on the part of the linemen to play it properly. In the writer's judgment, the system last discussed is the best one, if the coach has available men who are big and strong, capable of using their hands, able to charge, and, above all, possessed of good football brains.

is the cut back play. The writer recalls that this method of reversing the field, whereby the runner ran wide and cut back inside of end or tackle or guard, was popular a generation ago. It has apparently come back into favor again this year, and for a very good reason, viz., it is a splendid method of advancing the ball. While speaking of cut back plays, most of the successful teams this year, as, indeed, in other years, have had backs who, when stopped in the line, knew how



Football moves in cycles. There was a time when the majority of the plays were executed from a close formation. Then came a period when a great many coaches favored spread plays, lateral passes, and passes from an open formation behind the line. This year marks a return to the game on offense which resembles somewhat the old close formation play in use a decade ago. Of course, there are exceptions; but a great many coaches have this year started most of their plays including passes, from a close formation.

Another old-time play that has seemingly come back into its own

to pivot and make yardage to one side or the other of the force which stopped the original drive. Some coaches have included on their list of plays, attacks against the line in which the man who carried the ball hit at a certain spot and then changed his direction and drove through another place in the line. Some twenty years ago this play, which was dubbed by the newspapers as the "Whoa-Back Play", was used very successfully by Mr. Stagg at the University of Chicago.

In conclusion, the coach who eventually succeeds is the one who profits by his mistakes and, as a consequence, each year that he coaches makes fewer mistakes.

THE THEORY OF OFFENSE

BY

CAPTAIN JOHN R. BENDER

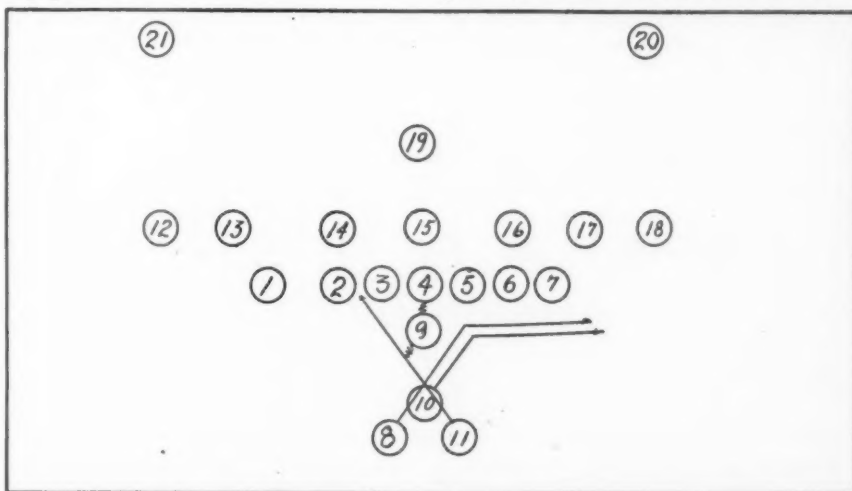
Captain Bender is one of the greatest quarterbacks ever developed at the University of Nebraska. He has had coaching experience which extends over a decade, and is now the Director of Athletics at the University of Tennessee.

A good defense is not a good offense in football. However a good offense often acts as a good defense in that the team has constant possession of the ball.

The public wants thrills, plays, something startling and unexpected. The young coach want plays, plays, plays. He wants to make himself look as though he had something new and original and he also wants to satisfy the ever dissatisfied student body as well as the public. What the young coach should have is a head full of human psychology and a definite system of plays and he should stick to them.

The system should incorporate a strong offensive attack with driving power, running power, deceptive power, kicking power and passing power.

backs as well as the line, that will instill into your team an aggressiveness and punch and drive that cannot be attained in any other manner to such an extent. It is this sort of play that puts "Fight" into your team and that keeps it there. The mass on tackle is the one great play; it is the percentage play, to which everybody can give his best all the time. It is simplicity itself and permits perfect execution. We all know how hard it is to get a team to finally execute a play right; not only to time it right but to act it right. The mass on tackle creates a mental attitude of drive and slash and crash that is an invaluable asset to the spirit and morale of the team. Running plays, there are no such plays if you don't have backs that can run.

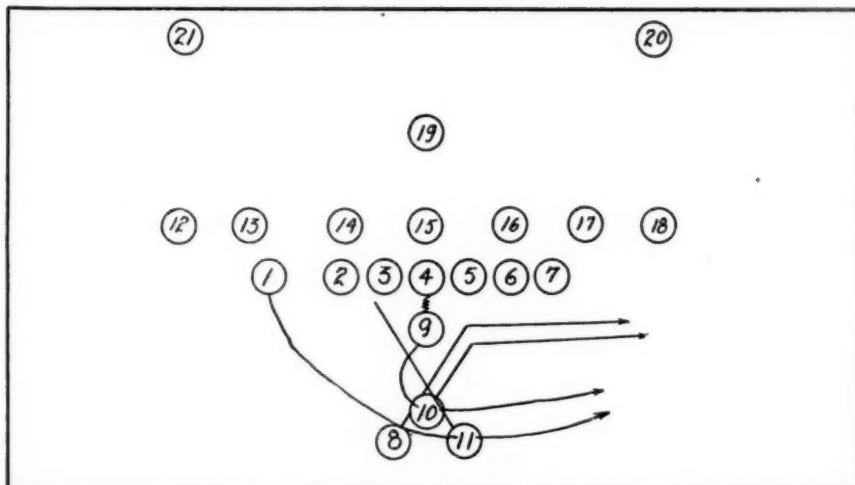


There is nothing that begets confidence or unity of action so quickly in a team, as driving plays. A good mass on tackle, inside and out, both from the direct and indirect pass formation, will cause a concentrated effort on the part of the

If you have a rabbit in the back field get him started with a lot of interference and then let him pick his own way. If he is at all shifty he can be made to use his interference to very good advantage, by

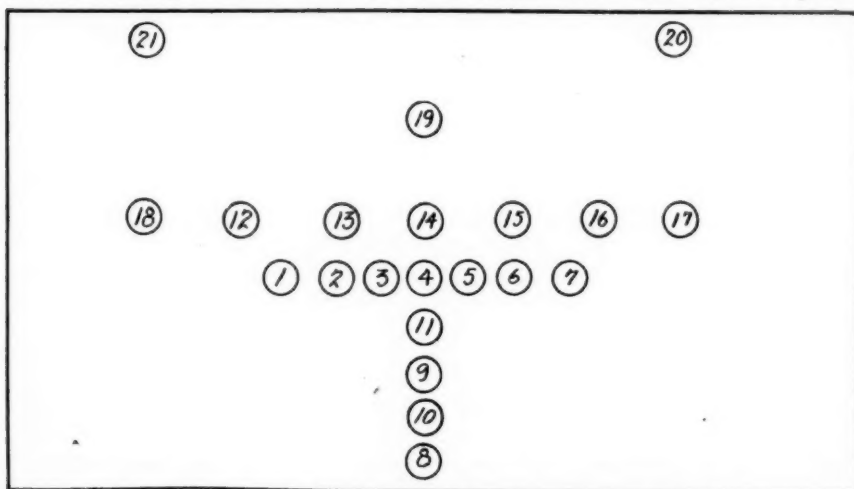
following through, or breaking inside or outside as the opportunity offers.

Deceptive plays should be so covered and screened that they really deceive even an experienced player. This requires clever acting on the



part of all concerned and besides speed and accuracy. Wide-open plays that can readily be seen are seldom deceptive.

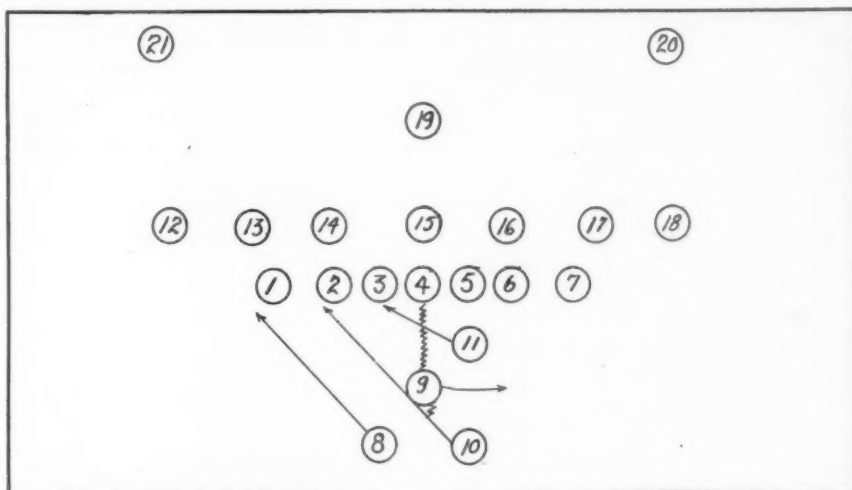
To be deceptive the plays should start the same and end differently. The play shown in the diagram on page 9 has the elements of deception and can be used from a balanced or an unbalanced line: from a regular



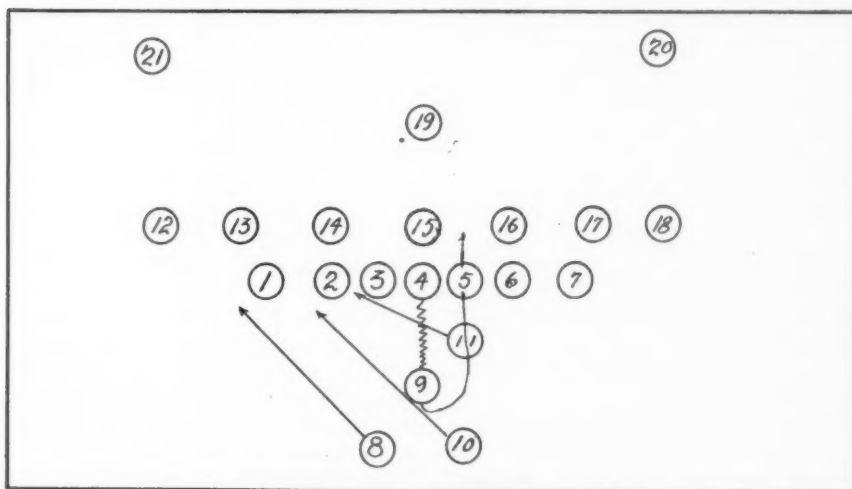
or an irregular backfield formation. First, use the old style of split play, in which 9 fakes to 8, who goes to the right with 10. The ball is passed to 11, who hits between 2 and 3. 8 and 10 make believe that they have the ball.

The same split is then used (see diagram at the top of page 10) but the quarter after faking to give the ball to 8 fakes to 11, but retains the ball and follows 8 and 10, who block the opposing 18. 11, of course,

pretends to take the ball from 9. If 1 is fast he can come around and run interference.



The spin play is also a good one to work on a team that fears an end run. This is worked very well from a tandem formation, as shown in the diagram at the bottom of page 10. On the hip they assume the positions as shown in the first diagram on page 11. The ball is passed to 9,



who passes to 10 for a buck over 13. 8 and 11 cross over and lead the play, while 9 blocks off either 17 or 18.

The spin play, which is illustrated in the second diagram on page 11, should be called after the play just described has been used. This is made to look just like the preceding play, but 9, instead of passing the ball to 10, fakes to give it to him and then bucks between 15 and 16. 5 and 6 block 16 out, and 15 will be drawn to the left if 9 and 10 fake the play properly.

As regards the kicking game we all, of course, know what a wonder-

(Continued on Page 23)

STOPS AND TURNS

STOPS and turns are as important in basketball as blocking and tackling in football. The man who starts slowly and stops gradually is as easy to guard as the forward who runs in circles rather than in a path of sharp angles. The great open field runners in football are usually the men who can side step, change pace and pivot, and the best basketball players are those who can stop, turn and start quickly.

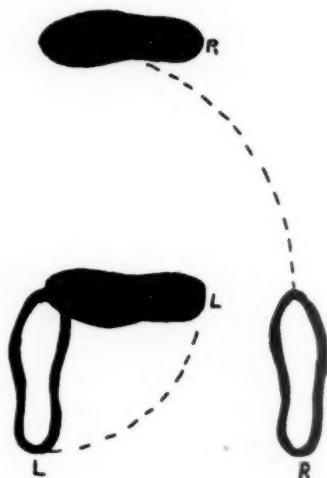
The first thing to be considered is the stop. No one can be expected to execute a quick stop on a basketball floor unless he has a good pair of basketball shoes. The soles in basketball shoes are made of para rubber and a compound. The adhesive value of the shoe depends largely upon how much para rubber is in the sole. If the sole were made up of pure para rubber the shoes would stick to the floor, but the material would be so soft that the rubber would rub off as it does in art gum. This means that the shoe would not be durable. On the other hand, if too much compound is added to the rubber the shoes will wear well, but they will not adhere to the floor. Therefore the main point to be considered in this connection is a sole with the right compound. This is far more important than suction soles and corrugations in the rubber. In fact, the value of the latter is largely psychological.

To make a quick stop, slap both feet down hard on the floor. The whole foot should touch the floor. Keep the feet spread, the toes turned slightly out and on the same line, and the knees bent. The weight of the body should be balanced so that the player can keep his equilibrium. The advantage of keeping the feet spread is that this not only is of value in keeping the balance to either side, but also that

it is easy to start in any direction from this position.

The turns that will be considered are the Quarter Turn Front, the Half Turn Front, the Half Reverse Turn, and the Reverse Turn.

In the diagram which follows, the quarter turn front is illustrated.

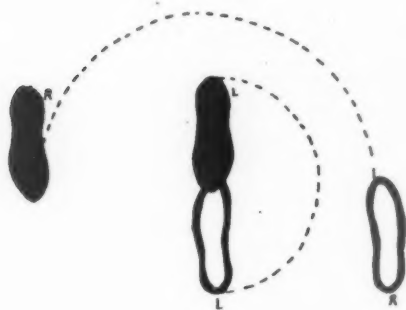


← QUARTER TURN FRONT →

The athlete stops with his feet in the position designated by the light lines. He executes the quarter turn front by pivoting on the left toe ninety degrees. The right foot is swung clear of the floor and placed alongside the left foot on the black diagram marked "R". The quarter turn is used when a quick turn is sufficient to evade an opponent who is following closely behind and the man in question desires to pass to a teammate or start a dribble in a different direction. Further, it may be used in blocking off an opponent. For instance, if an opponent is following closely on the right, execute a stop and a quarter turn front to the left. This will throw the left hip into the guard and thus effectively block him off after the pass is made. Of course, a quarter turn front may be executed to the left

by pivoting on the right toe if desired. The quarter turn front will seldom be used against an opponent who is in front because the step is forward and this would bring the ball within reach of the opponent.

The half turn front is used more often than the quarter turn front. It is like the latter, only the pivot is 180 degrees instead of 90 degrees. This may be used effectively against an opponent coming toward you by executing the turn as shown in the diagram. As he comes up to guard, if it is necessary to hold the ball momentarily, throw your hips back into the guard as you execute the half turn and hold the ball out at arm's length to prevent his interfering with the ball.

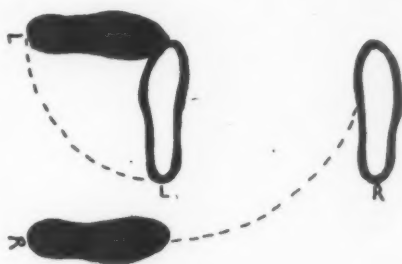


← HALF TURN FRONT →

When an opponent comes up from behind the half turn front is effective when preceded by a fake to pass. For instance, fake a pass to the right at the moment of stopping and then make a half turn to the left. This is a good way to pass back to a trailer and at the same time elude a guard.

The half turn front is also effective when used by a man who comes out from under his own basket, receives the ball, stops, makes a half turn and takes a shot at the basket. Likewise it may be used with a dribble.

The half reverse turn is executed as shown in the following diagram.



← HALF-REVERSE TURN

The pivot in this case is on the left toe and the right foot is moved back to the secondary position beside the left foot. To illustrate, if a man were advancing down the floor and he stopped and made a half reverse turn to the right it would cause him to face the side line on his right. Thus it will be seen that if an opponent were advancing from the left the half reverse turn would block off the guard and at the same time make possible a pass to a teammate who was going down the floor between the man who makes the turn and the side line.

The reverse turn is executed as shown in the following diagram. The light marks, as in the other diagrams, show the original position of the feet (that is, the position they are in when the stop is made) and the heavy black marks indicate the secondary position or the position in which the feet are placed after the reverse turn is made. Note that in both the primary and secondary position the feet are about two feet apart, on the same line, and parallel.

The reverse turn is of value under a great many conditions, among which might be mentioned the following: to get away from a guard

(Continued on Page 19)

BASKETBALL DEFENSE

BY
RALPH JONES

Ralph Jones has been unusually successful as a basketball coach, first at Wabash, next at Purdue, and for eight years at the University of Illinois. He is now Director of Athletics at Lake Forest Academy.

You have often heard that a good offense is a good defense. True: If you can keep possession of the ball, the other fellow cannot score. But a good hard defense will wreck many an offense and make scoring fairly easy. I have seen many a good offensive team go all to pieces when they met a hard defense and then, instead of being a team, they were simply five individuals playing five individual games, which usually means defeat. Too many teams spend so much time on their offense that they have little time left to devote to defense; hence the many games where both teams score heavily. This seems to be the case especially with High Schools, Y. M. C. A.s and Athletic Clubs. Scoring is more or less uncertain, as the best man on earth, as well as the best teams, will have off nights, when it seems impossible for them to make the easiest shots.

Defense is not so uncertain. Personally I never worry when we are going to play a team that has been running up big scores, but at the same time have been scored on rather heavily. Look out for the team which has been making fair scores, but have been holding their opponents to low scores.

There are several styles of defense. A great many teams still play the old man-to-man defense, i. e., each man is held responsible for the man he lines up against when the ball is tossed up at center. This style of defense is faulty in that blocking and shifts are effective against it. Again a team playing this style is up against it when they meet a team which is speedier, while it is possible to offset speed to a certain extent with other

styles of defense.

The so-called five man defense, by which is meant that the five men get back in the defensive part of the floor and wait for the opponents to come to them, is played several different ways, but the underlying principles are the same in all of them.

The main advantage in this style of play is that, as a rule, the men get back on defense faster than in a man-to-man defense, in which defense the men have a tendency to locate their men before getting under way. This is especially so of the forwards, who generally seem to feel that their main duty is to score and that the guards are to furnish the defense. If your defense is weak, watch your forwards and you will generally locate the main trouble.

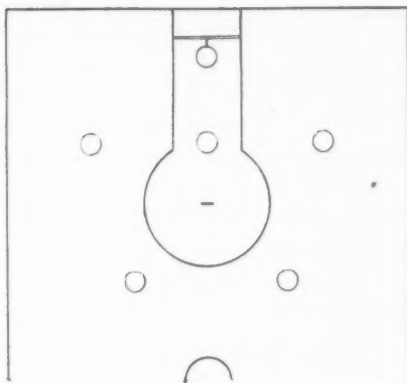
Again it is no easy task to work the ball through five alert men and get an easy, close shot. The men are also in excellent position to hurry long shots, as well as to intercept passes. I know of a team which made a fine record playing this style of defense, while their main offense was a fast driving attack after intercepting passes.

After getting back on defense, some teams are coached each man to get his own man when he comes down; other teams play territory, i. e., each individual is held responsible for a given space. One of the most effective ways is as follows: First impress upon your men that there should be team work in defensive as well as offensive play. Always have one man back on defense. He is commonly called "the back guard." He will, of course, go down on offense, under

(Continued on Page 24)

THE FIVE-MAN DEFENSE

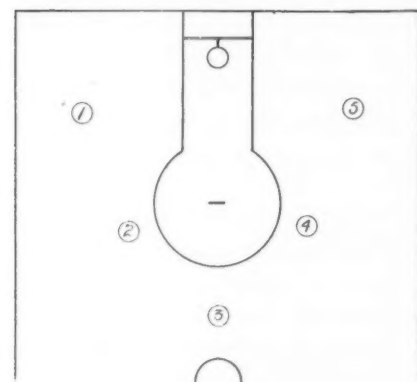
THE five-man defense in basketball is the name properly applied to any system which brings five men into the defense; however, it is most commonly applied to the system in which the men all take positions under their own basket, as follows: when "A" team loses the ball, for instance, under the opponents' goal, the men on "A" team all turn and run for their own basket and line up as shown in the following diagram. The accepted way to play this defense is to permit the first two men down to go through and for the defensive men to check them up to the two men back on defense, viz., 1 and 5.



The advantage of the five-man system is, largely, that it gets the men on defense between the opponents and the basket and makes it easy for each man to pick out the opponent whom he will guard.

The disadvantages of the five-man system are, first, that the defense never fights for the ball under its own basket, and the men are inclined to take the defensive when they should be trying to get free balls; second, an opposing team that has the lead will stall for time against the five-man system and will pass the ball around until the men under the basket are forced to leave their positions to break up the play; third, this system requires a great deal of running and is hard on the players.

The offense to use against this system is first to try to get the ball down the court before the defense gets formed. If the team with the ball fails in this, it should either take long shots at the basket or pass over the heads of the men on defense to an offensive man who has broken through the line of defense, or the man with the ball may pivot around one of the front men on defense and thus either get a chance to shoot for the basket or pass to a teammate.



When the other men on offense come down the floor, 2, 3, and 4 each chooses a man and guards him. Another method of applying the principle of the five-man defense is shown in the following diagram. In this plan the first three offensive men are permitted to pass by the two front men on defense. The three men back on defense are each held responsible for an opponent who comes into his territory and the two front men play the offensive men who come down the floor last and make it difficult for them to make long shots.

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JOHN L. GRIFFITH, Editor

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DISARMAMENT AND ATHLETICS

The conference at Washington called to consider the question of the limitation of armaments challenges the attention of every coach and physical director in the country, not so much because of what this conference may accomplish, but more because of the things that will be left undone.

Every man who thinks clearly must be convinced of the utter foolishness of war. Some men, however, may be led to believe that this conference will make future wars not only improbable, but impossible. Herein they are wrong, for the conference is not considering disarmament, but the limitation of armaments. This country will need to consider the potential possibilities of armed conflict after the conference adjourns, as it has had to consider such matters from the beginning, the only difference being that if the conference succeeds, as we trust it will, we shall not in the future spend so much money for battle ships as we are spending today.

What has this to do with athletics? Consider these things: first, the nation's fighting men of the morrow are directly or indirectly under the control or influence of the coaches of today; in other words, the athletic coaches in the schools and the colleges constitute the officer personnel of our unarmed citizen soldiery. Theirs is the responsibility of seeing that the whole male student body, in so far as possible, is physically fit. This means the defectives are transformed into effectives and all are given the kind of training which will make them satisfactory fighting men. The combat games, such as football, basketball, boxing, and wrestling, are best for developing the spirit of aggressiveness, courage, and the ability to take punishment and keep on in spite of it.

Some pacifists may object to the logic of this article, contending that it is contrary to the spirit of the times which is manifestly for peace; but we insist that we are not militaristic, but, rather, are concerned that the present generation of American boys shall be better than those who presented themselves for service in the Great War—better physically in the sense that they shall be more qualified to pass the army surgeon's examination, better trained as fighting men; and then, if they are not called upon in their time to defend with their bodies the land of their birth or adoption, the training received will have prepared them to live to the glory of country and selves.

COACHING AS A PROFESSION

Harvey Woodruff, in the *Chicago Tribune's* *Wake of the News*, suggests that "Alumni in various colleges throughout the country are now engaging in the popular post-football sport of 'Firing the Coach'." In the minds of most people a man is a great coach when his team wins, and a poor one when the team loses. The public acclaims the winning coach a miracle man and considers the losing coach an absolute failure. A coach must be somewhat of a philosopher so as not to take too seriously the fine things that are said about him when he wins, nor too much to heart the harsh criticisms that are directed at him when he loses. Every coach must win a majority of his games to retain his position as coach for any length of time; in fact, most of the coaches who have coached in the same institution for ten years or more have won considerably more than half of their contests. Take the case of Coaches Gill, Huff, and Zuppke, at Illinois. In sixteen years at Illinois, Harry Gill's track teams have won 67 conference outdoor dual meets, lost 5, and tied 1. This means that he has won 93 per cent of his conference dual meets. George Huff has won 213 conference baseball games, lost 73 and tied 3, for an average of 74 per cent. Bob Zuppke's football teams have won 29 conference games, lost 13, and tied 5, giving him an average of 68 per cent. If practice games were counted, these averages would be considerably higher.

A coach's success depends mainly upon three things: his ability to coach, his material, and school morale. He should not be blamed for losing when his team and school are outclassed by an opponent, nor for losing to a rival school if his material is inferior. If a coach has demonstrated his worth and then has a bad year, the chances are that he is not to blame because it stands to reason that he does not lose his cunning over night. The public forgets this, however, and judges only by present results. This is what makes the life of a coach uncertain and hard, but it is a great life and the man who has sporting blood in his veins enjoys it, takes the good with the bad, and is not sidetracked by praise or blame, but gives the best that is in him and with that is content.

CHRISTMAS, 1921

The editor takes this method of wishing all of the coaches who read the *ATHLETIC JOURNAL* a merry Christmas. The football season is past and the basketball season not yet begun. This is the season of good will. May each one of you find it the merriest Christmas so far in your life. You are engaged in a splendid profession—that of making men. You have more power for good than any other member of your faculty. Rejoice in your opportunity, make your time count, and do not sell your birthright for a mess of pottage. May the best of the holiday season be yours.

METHODS OF ADVANCING THE BALL

BY

C. A. WEST

Mr. West was a brilliant athlete when a student at Coe College. Later he sprang into prominence as a high school coach and now is Director of Athletics and Athletic Coach at State College, Brookings, South Dakota.

WITH either the long or the short pass it is essential that a team should be well drilled in some certain system of "down floor" play; that is, some general plan each man should follow in taking the ball from the territory under the opponents' basket down the floor to his own basket. A team will have more opportunities to try this "down floor" system than they will to work plays from the tip off at center or from out of bounds. Hence this "down floor" play should be given more attention than many teams devote to it. I believe that the neglect of this part of offensive basketball is a big reason why some teams blow up on a trip, or oftentime, before the finish of a good hard game. It is much easier for a coach to plan plays in football than in basketball because in the former the offense is given time to get set and the defense is restrained, by rule, until the ball is snapped. Further, in football the coach can plan his offense within fairly narrow limits, while in basketball there are countless possibilities, and in an entire game no two plays may come up exactly alike. This very fact, however, makes it more necessary for the coach to devise some general method or system of "down floor" play, otherwise the defense will destroy offensive team work and make a bunch of individuals of them. One hears a great many arguments as to the relative merits of the long and the short pass for this "down floor" play.

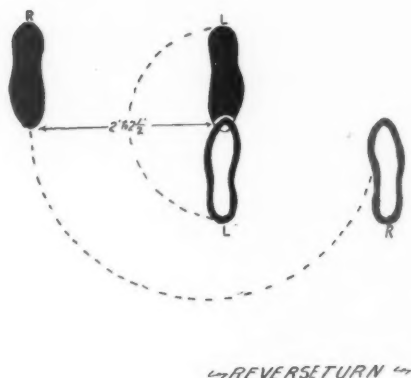
The long pass advocate maintains that a successful basketball team must be able to shift from defense to offense instantly, and that the use of the long pass enables

them to make this shift quicker than with the short pass. If a guard intercepts an opponent's pass or secures the ball off their bank board, he can put the ball out of dangerous territory with one long pass. This pass from under the opponents' bank board necessitates and presupposes that you keep a man near your own basket or at least in your own half of the floor. Some call this player a "sleeper". Along with this pass to the "sleeper", various methods are used in getting the other players down the floor to their basket. One man down each side and the third one down the middle is a popular one. In all down floor systems the factor of speed is given great emphasis and long pass fans claim this style of play is faster than the other method. But it seems to me that these men were of necessity mighty close to their opponents at the time the said opponents had the ball. Hence it is merely a case of a race between the offense and the defense, to see whether or not the offensive team can beat the defense down the floor to the extent of getting one man free for a shot at the basket. Now between any two teams, regardless of the system they are using, the start toward either basket by the offense and the defense is bound to be pretty even, and the "faster" argument of long pass fans does not impress me as being a good one. The long pass does, however, get the ball out of dangerous territory more quickly than the short pass will, but if the latter is properly executed, even this argument loses its weight. It would be like the argument in football that a team with the ball on its

(Continued on Page 22)

STOPS AND TURNS

(Continued from Page 13)



who is in front of the man with the ball so as to make possible a shot at the basket; to block the opponent and pass to a teammate; to change direction and start a dribble, or to pass to a trailer and block off the opponent.

This article has not attempted to enumerate all of the plays that are possible with stops and turns, but to suggest a few by way of illustration. It will pay the coach and the player to make a list of all the conditions under which the various pivots may be used.

All of the turns in basketball may be executed with both feet off the floor. The diagrams above describe only the ones where the pivot is executed on one toe.

DEBATERS

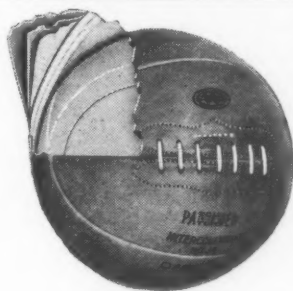
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PHYSICAL EFFICIENCY TESTS

THERE can be no agreement among physical educators regarding the character of a physical efficiency test until there is first an understanding as to the purpose of physical education. In other words, we must needs first reach a conclusion as to what we are trying to do before we give tests to prove what we have accomplished. With this in mind, the following remarks relative to a physical efficiency test will be prefaced by a brief statement of the aims and scope of physical education.

The values of physical education are fourfold, viz., corrective, hygienic, recreative, and educative. The time was when chief stress was placed on the hygienic values, but the majority of physical educators are today agreed that the educative side of physical education should be given the greatest emphasis. We are more concerned with what the individual can do than with the girth of his muscles or the expansion of his chest. Further, corrective work is a special phase of physical training which concerns the defective and in most instances it should be directed by specialists. As regards the recreative values, while I have no desire to underrate them, yet I am sure you will all agree that the highest purpose of physical education is not to provide amusement and entertainment. If we build our programs with the idea of functional development as the accruing result for the participants, the greatest good will be secured for all concerned and an accomplishment test rather than a test of possible potentialities will be demanded. For example, the automobile manufacturer is more concerned with a road test which will demonstrate the pulling qualities, speed, and durability of his car in actual operation than with the shop

tests alone; thus the performances of the whole animate machine influenced by innate tendencies, capacities, and mental states, should be tested rather than certain parts of the physical machine.

Assuming, then, that the physical efficiency test is to be a test of function, of what shall the test consist? The following events are with minor changes the same as the ones which our war experience has proved best adapted to the needs of the army, and so are in use in the army at the present time; they are the same as those which have been recommended by a committee of the National Collegiate Athletic Association for the colleges and universities:

1. Events and Standards:
 - (a) The 100-yard run, standard 14 seconds.
 - (b) The running broad jump, standard 12 feet.
 - (c) Climb an 8-foot fence from a "still hang", standard 6 seconds.
 - (d) Baseball throw for distance and accuracy, 90 feet at 6-foot target, standard 10 points in 6 throws.
2. Equipment:
 - (a) For the 100-yard dash: an ordinary running track or smooth, firm turf, rubber-soled shoes, no spikes.
 - (b) Running broad jump: soft pit, shoes same as for the dash.
 - (c) Fence climb: fence 8 feet high, smooth surface, boards nailed on perpendicularly, top made of 2 x 4 inch, laid flat with corners rounded so as to avoid injury to hands. The fence should be built so as to allow a 6-foot panel for each contestant. The posts should be 6 inches square or in diameter, so as

to do away with the necessity for special braces.

- (d) The baseball throw: distance, 90 feet from home to first. A screen or mat of canvas 10 feet by 12 feet, on which is fastened a target 6 feet in diameter, with a bull's eye 2 feet in diameter and $4\frac{1}{2}$ feet from the ground. This bull's eye to be the center of two circles, one 4 feet in diameter and the other 6 feet in diameter. Scoring will be on the basis of 5 points for hitting the bull's eye, 3 points for hitting the space between the outer edge of the bull's eye and the 4-foot circle, and 1 point for hitting the space between the 4-foot circle and the 6-foot circle.

The events just mentioned are, first of all, natural events; that is, they are tests of activities that every normal individual should be able to perform. A four-year-old child can run, jump, climb and throw. The shot-put is not a natural event, as it requires special training. In the second place, these events are easily administered. A swimming test is advisable, but it is not easily administered. In the third place, the running, jumping, climbing, and throwing tests as outlined should not overtax the strength of a healthy high school or college man, while an endurance test can hardly be administered with impunity.

A physical efficiency test such as outlined would be of value for the following reasons:

First, if given early in the year and again later, it would indicate whether or not progress had been made along certain lines of functional development.

Second, it would stimulate interest on the part of the students in their physical accomplishments.

Third, these tests are of value

for competitive purposes between schools and, further, for comparison between the men of different sections of the country as well as the comparison of one group or class of students in a certain institution with another class or group.

Fourth, when students become interested in their own functional development and train accordingly, they accomplish at the same time hygienic development, and if the work is properly administered, recreative values, and, too, they secure certain corrective results.

Fifth, a universal physical efficiency test.

(Concluded on Page 23)

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METHODS OF ADVANCING THE BALL

(Continued from Page 18)

own fifteen or twenty-yard line should punt on the first down.

A good long passing team should have four men who are expert at making long passes plus a tall, clever man at receiving them. Most coaches will admit that it is more difficult to make good long passes than it is to make good short ones. This means that more time will have to be spent in the practice of passing by the long pass team, and that one poor passer will weaken the floor play and tend to cause more out-of-bound balls and more intercepted passes.

It has always seemed to me that if the long passing game is to be fast the men who go down floor after the initial pass are easier for the opponents to pick up and to stick to than are the men on the short passing team. The long passers rely more on sheer speed than on stops and turns, pivots and blocks, to get a free shot at the basket.

Since a long pass game necessitates a sleeper, this team has but four men back on defense, while the short pass team can use five. The use of this extra man on defense will offset a lot of perfectly good arguments for the long pass. If the opponents are using a standing guard the short pass team can use this extra man for guarding, to get the ball off the bank, or to receive the initial pass on the down floor play.

I have never seen any actual statistics on the relative number of short and long passes intercepted, but believe that the figures would favor the short pass, especially if the players were not tall and fast.

The short pass game necessitates a more complex style of floor play perhaps than the long pass game.

However, the drill in fundamentals that a team can get in the practice of its down floor play with a short pass will more than offset this disadvantage, if it can be called that. Furthermore, the tricks that a short passing team has to learn in taking the ball down the floor are such that they are of use right under their own basket. The extra time the long passers would use in the passing practice the short passers could use in working on their down floor play, and on such fundamentals as change of pace, quick stops and turns, dribbling and pivots.

The short pass can be made from practically any position in which the ball is caught and, consequently, the ball can be gotten rid of quicker. This should permit of faster floor work and result in fewer held balls. A man does not need to be as free or as far from an opponent to make a good and accurate short pass as a long one.

Some believe that a short pass game requires more stamina and better condition for the men playing it than the long pass does. The game is forty minutes long in both cases, and a man who weakens before that time when going at top speed will do so whether he is playing the long or the short pass. It is true that it takes longer time and more energy for the short pass team to take the ball from the opponents' bank board to their own basket, but that does not mean anything. The question is what pass is the best to use in advancing the ball. I have tried both the long and the short passing game, and at present I favor the short one.

A good many coaches attempt to combine the advantages of each type of pass by adopting a style of floor play that on occasion makes use of both the long and the short pass.

THE THEORY OF OFFENSE

(Concluded from Page 11)

ful help a real good punter is, but the thing to develop and pay particular attention to is the on-side kick. This play is of great value to a team that is being constantly stopped within the opponents' thirty-five yard line. Teams are not paying enough attention to the on-side kick, for if it does not work it can be used as a good ground gainer to save a touch back and often proves better than an attempted pass. For the same reason a place kicker or drop kicker should be developed, as a number of very important games have been won this year by this route. The passing game is yet in its infancy; teams are getting more and more clever in this part of the game and great things may yet be expected. As much time should be spent on finding a true passer, one that can protect himself and a snap thrower, as on a punter. Then too to develop the clever angling of ends, which makes the passing game really successful, is of great importance.

In summary we might say that simplicity of attack with perfection of execution is the fundamental basis of a real offense when covered by deceptive plays, that create unity of action and concentrated attack.

PHYSICAL EFFICIENCY TESTS

(Concluded from Page 21)

iciency test would be of incalculable value in estimating from time to time the state of physical efficiency of our national man power.

In the test given this fall to the freshmen in the Coaching School in the University of Illinois, the class averaged as follows:

100-yard run, 12 3-5 seconds.

Running broad jump, 14 ft. 8 in.

Wall climb, 3 3-5 seconds.

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BASKETBALL DEFENSE

(Concluded from Page 14)

certain conditions, but when he does, some one, preferably the floor guard, must take his place. When your men see that the opponents are going to get the ball, as from a rebound from the basket or an intercepted pass, they should get back on defense as speedily as possible. If in going back they can overtake a man they should get him and stick. If the opponents are working the ball down the floor by short passes your men will have time to get back and get located. One good way to line up is for the center to get just back of the middle of the floor, a forward on either side and six or eight feet from the side lines, with the back guard on the foul line and the floor guard in a line about half way between the center and the back guard. The center and forwards take the first man coming at them. The forwards should be careful never to let a man by outside. If two men are coming at a forward he should take the outside man, leaving the inside man for either the center or the floor guard. The floor guard should get any man who breaks through uncovered or if this does not happen, nail the first man who comes in to the space left by a forward who has gone back with an opponent. This leaves the back guard to lead out and get the fifth man if he gets into shooting distance. Above anything the forwards and center must not shift men, but stick to the first man they pick until the ball is recovered. What ever shifting is to be done should be left to the guards. Two clever guards working together can cover a great deal of territory. The back guard should never let a man in back of him unless he is covered. The defensive policy of the team should be—no close, uncovered shots, and hurried long shots.

At first it will often happen that

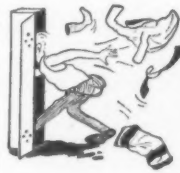
two men will take the same man, but if they will learn to yell—"I've got this one"—"Take Him"—"Stick"—etc., they will soon overcome this tendency. Of course, there are a great many details to be worked out, such as how to guard, when to play the ball and when the man, when and how to break on offense, when the back guard should lead out, and when he should bluff, how, when, and who should play the ball off the bank, and a thousand and one other details.

QUESTIONS AND ANSWERS

The columns of the ATHLETIC JOURNAL are open for all who desire to send questions for answers. The names of those who ask the questions will not be printed without permission.—EDITOR'S NOTE.

E. C. R.—Colo. How many plays will be made in a football game which lasts sixty minutes, and how will these plays be distributed?

Ans. The number of plays will depend upon the character of the offensive strategy, the weather, grounds and condition of the men. In the Illinois-Michigan game, played October 29, a total of 158 plays were made as follows: 64 line bucks, 46 were end runs, 35 were kicks and 13 were passes. Both teams employed a shift in which the quarter called the men back before each play and the signal was given while the men were grouped about him and the shift executed from this formation. This slowed up the plays and accounts for the fact that only two and three-fifths plays were executed per minute. In another game played in the Western Conference this season, the plays averaged better than three per minute. The fact that the field was somewhat heavy partly accounts for the unusually large number of line bucks.



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THE CARE OF ATHLETES' FEET

THE condition of an athlete's feet is of prime importance, and the coach or trainer will do well to take every precaution to prevent injuries to these members.

In the first place, the socks should be kept clean. Soldiers on long marches have learned that those who wash their socks every night have much less trouble with their feet than those who do not. Some football and basketball players do not have their socks washed from the beginning to the end of the season. These men, through this neglect, improve the chances of abrasions and blisters on their feet, and increase the risk of infection.

In the second place, the following suggestions relative to the socks which are worn next to the feet are important. Wool socks are better than cotton socks for these reasons: they make a better cushion between the foot and the shoe than cotton socks do, and besides they absorb the perspiration. Wool socks are being worn more and more by tennis, football and basketball players, and once worn by an athlete will never be discarded for cotton socks. Footless hose worn over wool socks are best because they are cheaper. The foot always wears out before the leg part of the hose and new socks can be purchased cheaper than new hose. Then the foot part of the hose requires washing more frequently than the rest of the hose. If each player is equipped with a pair of hose and two pairs of socks he should always have a clean pair to wear.

White socks are preferred to colored socks because they show the dirt more readily and so will probably be washed oftener than colored socks. Then, too, there may be some danger of poison from the dye stuffs used in coloring, but there is not so much danger from this as from an infection which is caused

by pyogenic organisms which are found in dirt rather than in dye materials.

The socks, further, should fit the feet of the athlete, and especially should not be used if wrinkled, worn or badly darned, as the rough surfaces against the feet are likely to cause injuries.

In the third place, great care should be exercised in selecting the shoes to be worn by any athlete. A great many sporting goods manufacturers and manufacturers of rubber soled shoes for athletic wear make the mistake of designing shoes on a narrow last. The reason why this is done is that the dealers who handle the athletic shoes frequently also sell shoes for popular or street wear. In the manufacture of the latter the designer gives more consideration to turning out a stylish looking shoe than a comfortable one. In shoes for athletic wear, style should always be sacrificed for comfort. Of course, it is possible to secure shoes that are too wide, but an athlete's feet are usually broader than the non-athlete's feet, and this fact should be recognized in purchasing athletic footwear. When trying on shoes it is well to have the man in question test the fit while standing with his full weight on the feet, as thus the feet are spread out and are wider than they are when he is seated. Shoes made on the Munson or a similar last are best.

In buying basketball shoes the coach must consider four items, viz., last, price, durability, and adhesive qualities, all of these are important, but the athletic last is the most important, other things being anywhere near equal.

An athlete cannot be much better than his feet, therefore with the basketball season just starting the smart coach will take every precaution to see that his men give proper attention to the care of their feet.

QUESTIONS AND ANSWERS

J. R.—Minn. An offside end going down the field under a punt jumps and bats the ball, making it impossible for the defensive back, who is in position to catch the ball, to catch it. Should a distance penalty be imposed?

Ans. Rule XVI, Sect. 3, states that "When a player has an opportunity to make a fair catch, opponents who are offside shall not in any way interfere with him or with the Ball." The penalty is loss of fifteen yards and the offended side has a fair catch allowed. Thus it will be seen that the rules do not allow the play described above if in the opinion of the referee the man on defense had an opportunity to make a fair catch.

W. S.—Wis. A man on offense carries the ball across the goal line, but before the referee declares a touchdown the former drops the ball and a man on defense falls on it behind the goal line. What should the decision be?

Ans. Touchback, because the impetus came from the attacking team. However, the referee should have declared a touchdown as soon as the ball crossed the line.

F. W.—Nebr. On a forward pass the defense interferes, thus giving the ball to the offense at the spot of the foul. However, this spot is still behind the point necessary to be gained for first down. Would the sticks be moved back and the offense have first down?

Ans. This has been ruled both ways this year, but the majority of officials rule the above as first down.

D. G.—Cal. With the team on its own one-yard line, an attempt is made to kick the ball out of danger. However, the ball hits an offside man one yard from the goal and rolls back over the goal line where a defensive man recovers it. Does the touchdown count? **Ans.**—Yes.

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SOCCER FOOTBALL

BY
CAPTAIN J. M. MACKENDRICK

Continued from November JOURNAL.

No. 1. If A is in his opponent's half of the field of play and is in an offside position when B last plays the ball, he cannot put himself onside by moving back into his own half of the field of play.

No. 2. If A is on his own half of the field of play he is onside although there were not three opponents between him and the goal when B last played the ball. A is onside when he enters his opponents' half of the field.

No. 3—OFFSIDE. Clear pass to one of the same side.

A has run the ball up, and having D in front passes to B. B is offside because there are not three opponents between him and the goal line when the ball is passed by A.

If B waits for E to fall back before he shoots, this will not put him in play, because it does not alter his position with relation to A at the moment the ball was passed by A.

No. 4—NOT OFFSIDE. Clear pass to one of the same side (continued).

A has run the ball up, and having D in front of him passes the ball across the field. B runs from position 1 to position 2. B is not offside because at the moment the ball was passed by A he was behind the ball, and had three opponents between him and the goal line.

No. 5—OFFSIDE. Clear pass to one of same side (continued)

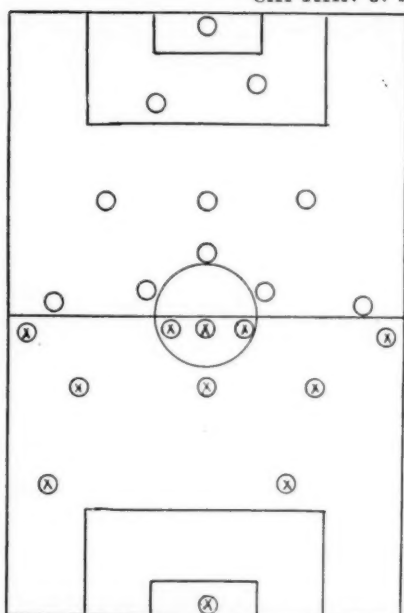
A and B make a passing run up the wing. A passes the ball to B, who can not shoot because he has D in front. A then runs from position 1 to 2, where he receives the ball from B. A is offside because he has not three opponents between him and the goal line when the ball is played by B.

No. 6—NOT OFFSIDE. Clear pass to one of same side (continued).

A and B make a passing run up the centre and A being confronted by D passes back to B. B is not offside, because although he has not three opponents between him and the goal line he is not nearer the goal line than A at the moment A passes the ball to him.

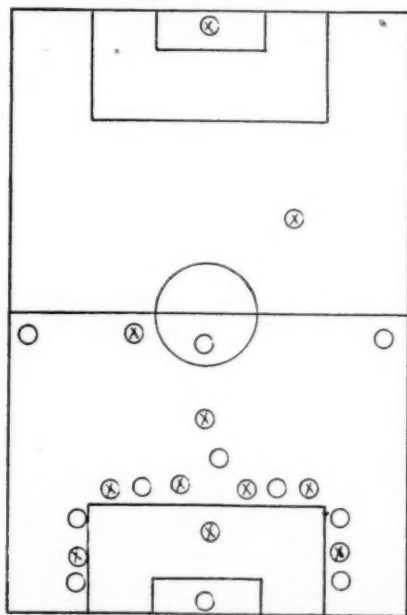
No. 7—OFFSIDE. Running back for ball.

A centres the ball. B runs back from position 1 to position 2 and then dribbles between D and E and scores. B is offside because he has not three oppo-



O's are defending, X's are taking kick-off, and are thus attacking.

Position of Teams at Start of Soccer Game

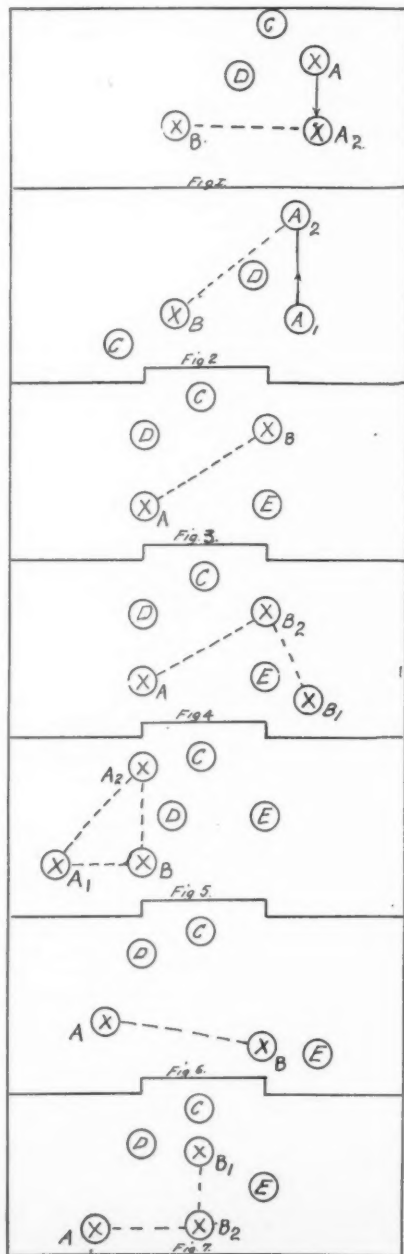


O's defending, X's attacking.
Position of Players when Taking Penalty Kick

nents between him and the goal line at the moment the ball was played by A.

No. 8—OFFSIDE. Running for the ball (continued).

A makes a high shot at goal, and the wind and screw carry the ball back. B runs from position 1 to position 2 and



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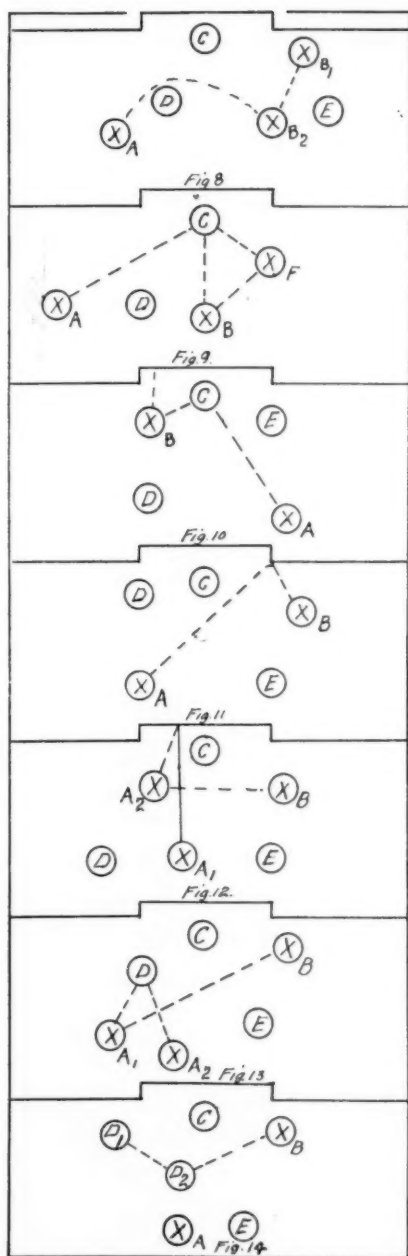
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scores. B is offside because he has not three opponents between him and the goal line at the moment the ball was last played by A.

No. 9—OFFSIDE. Shot at goal returned by goal-keeper.

A shoots at goal. The ball is played out by C. B obtains possession, but

slips and passes the ball to F, who scores. F is offside because he is in front of B, and when the ball was passed by B he had not three opponents between him and the goal line.

No. 10—NOT OFFSIDE. Shot at goal returned by goal-keeper.

A shoots goal. The ball is played out by C. B obtains possession and scores. B has not three opponents between him and the goal line but he is not offside because the ball was last played by an opponent.

No. 11.—OFFSIDE. Ball rebounding from goal post or bar.

A shoots for goal and ball rebounds from the goal post into play. B secures the ball and scores. B is offside because the ball is last played by A and when A played it B had not three opponents between him and the goal line, and was in front of A.

No. 12—OFFSIDE. Ball rebounding from goal post or goal bar.

A shoots for goal and the ball rebounds from the crossbar into play. A follows up from 1 to position 2, and then passes to B, who has run up on the other side. B is offside because the ball is last played by A and when A played it B had not three opponents between him and the goal line and he was in front of A. If A had scored himself at the second attempt instead of passing to B it would have been a goal.

No. 13.—OFFSIDE. Ball touching an opponent.

A shoots at goal and the ball is partially played by D. A runs from 1 to position 2 and recovers the ball, but because of D cannot shoot. A therefore passes to B. B is offside because he is in front of A and has not three opponents between him and the goal line when the ball is played by A.

No. 14—NOT OFFSIDE. Ball touching an opponent.

A shoots at goal. D runs from position 1 to position 2 to intercept the ball, but it glances off his foot to B, who scores. B is not offside because although he has not three opponents between him and the goal line, the ball was last played by an opponent, D.

Qu. Is skating recommended as a form of exercise to develop a basketball players wind?

Ans. Yes. All forms of outdoor exercise are good for basketball men.

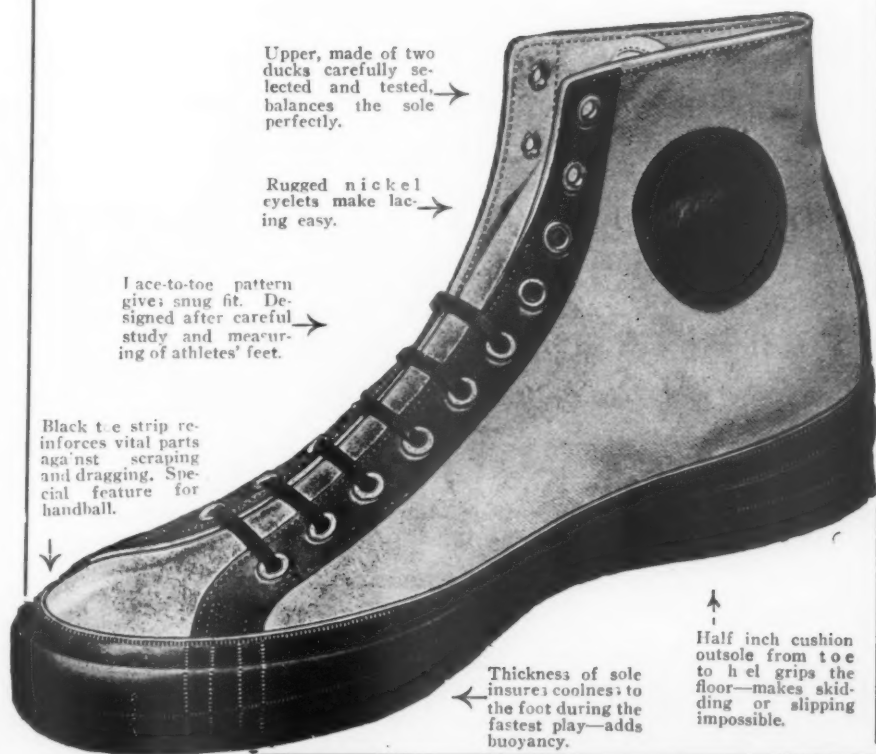


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